



education

Department:

Education

PROVINCE OF KWAZULU-NATAL

FET
Just-in-Time Training Workshop
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Facilitator's Guide

EFAL



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what I do matters

Endorsed by:



The aim of this workshop is to provide support for teaching aspects of the Term 2 EFAL curriculum in the FET Phase as set out in the CAPS, the ATPs and the Trackers. The topics to be addressed are shown in the programme below, but facilitators and participants are welcome to spend more or less time on each topic, according to their interests and needs.

Section No.	Topic	Time
1	Introduction to workshop	5 mins
2.	Teaching aspects of visual literacy	60 mins
3	Teaching reading comprehension strategies; integrating aspects of LSC with reading comprehension; designing reading comprehension questions at a range of cognitive levels	75 mins
4	Teaching poetry	70 mins
5	Teaching two genres of writing: (i) an amusing personal recount (Grade 10); (ii) a factual description of a place of interest (Grade 11); integrating aspects of LSC with teaching writing	55 mins
6	Implications for teaching, of the various components of the FET EFAL curriculum, of test and examination requirements for each component and of the mark allocation for each component.	20 mins
7	Reflections on the workshop and suggestions for future workshops	15 mins
	Total working time	5 hours

If participants request time to address questions / concerns about the use of the Trackers, this could be done either at the beginning or at the end of the workshop.

Section 1: Introduction

To introduce the workshop you could use an 'icebreaker' of your choice. One that is often effective is to ask participants to exchange introductions with one person whom they don't know and to tell each other one thing about themselves that might surprise the other person. Either before or after the icebreaker you could briefly outline the aims of the workshop as shown in the first paragraph on this page, and by referring to the sections of the programme.

Section 2: Teaching visual texts (55-60 mins)

FET learners need to be able to analyse and to present a range of texts that include visual elements. Participants in the workshop are asked to answer questions on an 'awareness raising' poster and then to decide whether they would consider using the poster to teach aspects of critical language awareness and critical visual literacy. **[See Activity 2A and Text 1 in the Resource Pack]**

Here are some possible answers to the questions asked in Activity 2A:

- (i) The skull and crossbones was traditionally associated with the flag of pirate ships and is also a symbol for death in general and for poison in particular. In South Africa it is also associated with the Orlando Pirates soccer team (the 'Sea Robbers').
- (ii) In the poster the skull and crossbones is constructed of cigarette butts.
- (iii) By shaping cigarette butts into the form of a skull and crossbones the designer is positioning readers to make a connection between smoking and death.
- (iv) 'Travel in packs' is an expression usually used for wild dogs or other carnivores such as hyaenas who hunt together in order to kill their prey.
- (v) The poster designer has played with words very cleverly: cigarettes are usually sold in packs and a pack of cigarettes is a sufficient quantity to be harmful. A pack of cigarettes, which may travel in a pocket or handbag from place to place, is being compared to a pack of wild predators: both are killers.
- (vi) a 'butt' is what is left after a cigarette has been smoked. If a person stops smoking there will be no butts. The expression 'no ifs or ands or butts (one t') is often used to mean 'no excuses will be accepted.
- (vii) A circle with an image inside it (e.g. a dog or a gun or a vehicle) and a line through it is commonly used to show that something is prohibited in a particular place and / or at a particular time. In this case, the designer wishes to show that smoking should be prohibited permanently, everywhere.
- (viii) This is an open question to which teachers may have a variety of responses

The poster might be considered too controversial to be used as an examinations text so the second example is a less controversial one, but still enables teachers to do critical language awareness and critical visual literacy work with it. In Activity 2B workshop participants are asked to refer to Text 2 in the Resources Pack and to answer some questions on it. Below are some suggested answers.

Activity 2B

- (i) The words CHILD WELFARE stand out because of their position in the top right section of the poster and because of the use of dark, upper case letters on a light background.
- (ii) There could be several answers. Perhaps the most likely is that the organisation wants readers to be aware of the name of the organisation to which they are being asked to donate money.

- (iii) The child is shown playing in a field of flowers and as being happy and flourishing.
- (iv) The words are positioning people to feel good about themselves when they make a donation.
- (v) 'our children' are any children supported by Child Welfare. However, there is only one dark-skinned girl on the poster so that readers could think that African girl children are the main focus of Child Welfare's work.
- (vi) The order of these two actions foregrounds (gives more importance to) the action of becoming involved with the work of Child Welfare / supporting Child Welfare financially than on finding out about its work.
- (vii) This is an open question to which teachers may have a variety of responses.

Section 3: Teaching reading comprehension strategies; integrating aspects of LSC with reading comprehension; devising questions at a range of cognitive levels to assess reading comprehension (75 mins)

Note that Section 3 has 3 parts.

Part 1: Teaching reading comprehension strategies

Classroom researchers in South Africa and internationally have found that many teachers believe they are teaching comprehension strategies when they ask learners to read a text and then answer questions related to it. **It must be emphasized at the workshop that when teachers do this they are testing rather than teaching.**

ACTIVITY 3. 1

Workshop participants' read a list of characteristics of proficient readers.

Next they work in pairs to devise questions or tasks on the text *How to become a confident teenager* that would assist learners to become proficient readers. They need also to refer to the Photograph labelled Text 3 in the Resource pack. (25 mins)

Below are some possibilities to share with them in a plenary wrap up – after listening and responding to their ideas **(15 mins)**.

Example questions / tasks

Make connections to prior knowledge: Look at the photograph. What do you notice about the body language of the teenagers in the photograph? In what situations are teenagers likely to look and act like this? (Possible answers: In situations where they feel pleased / happy / confident / enjoying being part of a group / enjoying an achievement.)

Generate questions: While you are reading the passage, write one or more questions that you would like to ask the writer about what he or she states in the article. (Possible answers: The questions learners might ask are difficult to predict but are most likely to be about something that the learners disagree with.)

Visualise and create sensory mental images: Imagine following the writer's advice. What would you find easiest to do and what would you find the most difficult? (Possible answers will vary according to the learner.)

Make inferences: Ability to 'read between the lines' is one of the most important aspects of comprehension. For this article, teachers could ask learners to focus on the writer's use of pronouns. What could learners infer from the writer's use of 'us' and 'we'? (Answer: The writer wishes to give the impression that s/he is just like the readers – e.g. sometimes feeling good about herself/himself and sometimes not.)

Determine importance: Teachers could ask learners to sum up the article in one or two sentences. (Possible answers: Becoming confident involves developing self-esteem. There are things about each of us that we can feel good about and we should focus on these.)

Synthesize/ evaluate/draw conclusions: In a continuation of the previous task, learners could be asked to comment on the advice given.

Part 2: Integrating aspects of LSC with reading comprehension (10 mins discussion)

ACTIVITY 3.2

Participants choose two items from the list of possibilities for LSC for EFAL for Term 2 Grades 10 and 11; with a partner they decide how they could teach these using the *How to become a confident teenager* text.

Below are two suggestions you could discuss with them.

- In Term 2, the teaching plan for Grade 10 includes **conjunctions** and **conditional sentences**. Teachers could ask learners to identify examples of conjunctions in the article (main ones are 'but', 'and', 'so') and then discuss with the class the function of these in the sentences in which they appear. Teachers could ask learners to find two examples of conditional sentences ('If people keep telling children they are stupid, badly behaved or fat, they will begin to believe they fit the description.' / ... if you believe you are able to do things in life you WILL be an achiever.'), to notice the

'pattern' in these sentences (If ... then ...) and to write some examples of sentences that follow this pattern.

- In Term 2 the teaching plan for Grade 11 includes **adjectives**. In the article the writer suggests that teenagers think of themselves and describe themselves in positive rather than negative terms. Such descriptions involve the use of adjectives and some adjectives have either positive or negative connotations (e.g. 'skinny' tends to have a negative connotation and 'slender' a positive one as a description of a person who is the opposite of 'fat' (negative connotation). Teachers could use the article to do some work on descriptive words and their connotations.

Part 3: Setting comprehension questions at a range of cognitive levels

Some teachers experience difficulty in setting questions at a range of cognitive levels and so it is important to provide opportunities for teachers to practice developing questions at different levels. As explained in the Trackers, curriculum coverage means not just what teachers have taught but what learners have learned at an appropriate level.

ACTIVITY 3.3

Ask participants to work in the same pairs as for the previous activity and to devise one question at each of levels 1-4, using the same text as in the previous activity. (20 mins)

Below are some possibilities to share with them in a plenary wrap up – after listening and responding to their ideas **(15 mins)**

Literal: According to the writer, what do confident people have in common? (Answer: They have strong self-esteem.) The answer can be taken directly from the article.

Reorganisation: In two sentences, summarise the main advice given by the writer.

Inference: What is the writer's attitude to teenagers? (Possible answer: The writer is concerned about teenagers who may not feel good about themselves and wishes to help them.)

Evaluation: In your view, is the advice given by the writer very valuable, of some value, not at all valuable? Give a reason for your answer.

Section 4: Teaching poetry: *Mending Wall* (Grade 10 example) and *The Call* (Grade 11) (75 mins)

While teachers are expected to teach poetry, even if learners do not choose this genre for the Grade 12 literature paper, it appears that many teachers believe that learners find poetry either difficult or uninteresting or both. This part of the workshop challenges teachers to devise activities that could engage learners' interest in two of the poems listed in the ATP and to help them to understand each poem.

- **Ask teachers to choose one of the poems, to read it and to work on the activities for approximately 45 minutes. Participants should choose either Activity 4A or Activity 4B.**
- **Then reconvene in plenary for feedback and discussion of the activities on each poem (approx. 15 mins per poem).**

NOTE: For the poems, answers to questions / tasks have been given on the worksheet because one of the aims of the activity is for teachers to consider its value to learners

Section 5: Preparing learners for success in the writing paper (65 mins)

Learners need to be prepared for success in writing in a range of genres. The workshop focuses on just two of these: for Grade 10, 'register, style and voice in a personal recount' and for Grade 11, 'giving directions to a place of interest'. Participants are asked to read an example of a text in each genre and then to respond to questions about it.

- **Participants have a choice between the Grade 10 text: *Shirley, Goodness and Mercy* (Activity 5A) and the Grade 11 text: *Direction to Kliptown Youth Centre* (Activity 5B)**

Activity 5A Register, style and voice in a personal recount (Grade 10)

Answers to questions on an extract from *Shirley, Goodness and Mercy* in Activity 5a

- Register: informal, gives impression of a child speaking (e.g. 'in the last line 'I am going for...'); includes mild swearing (helluva) and a word from Afrikaans (laaitie)
- Style: The memoir was written for a largely adult audience and so even though the author gives readers the impression of a small boy talking, he uses quite adult vocabulary (accompaniment, gusto, reputation, delivery)
- Voice: readers get a strong impression of an enthusiastic little boy who enjoys being the centre of attention and who is able to laugh at himself.
- By using the present tense the author encourages readers to 'relive the moment' with him as he describes something that actually happened a long time ago.

(v) Participants could make several suggestions here. One of the most important is to draw learners' attention to the way in which the recount builds up to a climax: the narrator finally realises why everyone has enjoyed his recitation so much! Another is to discuss the division of the recount into paragraphs, with each paragraph focusing on a specific part of the story.

(vi) This is a particularly important question for teachers to discuss with a partner and in plenary so that they can share ideas with each other. Formative feedback on a first draft should focus on the ideas developed by the learner and the organisation or structure of the text. Vocabulary and grammar choices can be commented on at the editing stage.

Activity 5B Giving directions to a place of interest (Grade 11)

Participants are asked to comment on the example of directions and on the process of planning, drafting and completing the final version of the writing task. Note that the directions to the Kliptown Youth Centre are longer than are required for the short transactional text, but they are useful example of the kinds of detail that can be included.

Section 6: Implications for teaching of the various components of the EFAL curriculum, of test and examination requirements for each component and of the mark allocation for each. (15 mins)

The CAPS, the ATPs and the Trackers all encourage teachers to teach a balanced curriculum, paying attention to each of the knowledge components and skills outlined in the curriculum. However, some Grades 10-12 teachers focus on teaching the literature set works and don't spend sufficient time on other aspects of the curriculum and on what is tested across the four Grade 12 NSC examination papers. Alternatively, in Grades 10 and 11 some ignore literature, which is one reason why some Grade 12 teachers focus on literature to the exclusion of other components of the curriculum. It is important for all EFAL teachers to understand that even though a great deal of time is spent on teaching the literature set works, a significant number of learners do not score high marks on this section. Some, if not all, of these learners would probably achieve higher marks overall and be better equipped to use English for further studies or at work, if teachers gave more attention to preparing them for success in writing in a range of genres, in comprehending and summarising information texts and in responding critically to verbal and visual texts. It is usually easier to get some marks in each section of each paper than to score very high marks in any one particular section.

- This is why the final short section of the workshop asks teachers to discuss the implications for their teaching of the various components of the NSC examination and of the mark allocation for each one. **[See Activity 6 in Participants' Handout]**

Section 7: Reflection on the workshop and suggestions for further workshops (15 mins)

This is an opportunity for the facilitator(s) and participants to comment honestly on the value of the workshop and to make suggestions for future workshops.